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ABSTRACT

This issue begins a five-part series that uses demographic projections as the starting point for examining some of the forces that will shape public education in the years ahead. It provides an overview of broad demographic trends, including the growing number of school-age youngsters, the increasing diversity of the student population, and the large number of children still living in poverty. After "Children of Change: Overview," the report discusses "School-Age 'Milleni-boom' Predicted for Next 100 Years"; "Minority Groups to Emerge as a Majority in U.S. Schools"; "Mixed Needs of Immigrants Pose Challenges for Schools"; and "High Poverty among Young Makes Schools' Jobs Harder." Each section includes a variety of charts on such issues as: population trends; minority populations on the rise; the new minority (non-Hispanic whites); the largest foreign-born populations in the United States; where immigrants are settling; parents' education levels; child poverty by state; children in working-poor families; and child poverty by race and ethnicity. (SM)

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ED 458 326

Education Week

American Education's Newspaper of Record

September 27, 2000

Children of Change

Education Week

Children of Change: Overview

School-Age 'Millenni-boom' Predicted for Next 100 Years

Minority Groups To Emerge as a Majority in U.S. Schools

Mixed Needs of Immigrants Pose Challenges for Schools

High Poverty Among Young Makes Schools' Job Harder

About This Series

2000 beyond

The Changing Face Of American Schools

America's schools are being buffeted by change: new expectations for what children should learn, new technologies for delivering instruction, new proposals for how to govern and define public schooling. As the nation strides into a new century, developments on all those fronts are bound to take unpredictable turns.But one change is certain: The school-age population of the United States is growing and shifting in ways that pose significant challenges and offer unrivaled opportunities.

In this issue, *Education Week* begins a five-part series that uses demographic projections as the starting point for examining some of the forces that will shape public education in the years ahead. Later installments of "2000 & Beyond: The Changing Face of American Schools" will appear over the next 21/2 months.

The first part provides an overview of broad demographic trends, including the growing number of school-age youngsters, the increasing diversity of the student population, and the large number of children still living in poverty. (Use the menu at left to navigate through the sections.)

Other installments will look at what the suburbanization of America, the rise of Hispanic Americans, the growing elderly population, and the plight of the working poor mean for schools.

PHOTOS: Students at Tedder Elementary in Pompano Beach, Fla., reflect the growing diversity within the nation's schools.
—Peter Cihelka

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Education Week

American Education's Newspaper of Record

September 27, 2000

Children of Change: *Overview*

Education Week

Richard W. Riley calls them the "millennium generation," the approximately 53 million children entering public and private schools this fall. "How we educate their minds and shape their values now will go a long way to defining the destiny of this nation," the U.S. secretary of education declared earlier this year.

Anyone who wants to glimpse the future of America's school-age population can look to California. Today, a majority of the schoolchildren in the Golden State are members of a minority group. But as the demographer Harold L. Hodgkinson likes to say, "What's happening in California is coming to a high school near you."In the 20th century, public education in the United States underwent a remarkable transformation, marked by universal schooling, broad-based access to college, and the democratization of a melting-pot culture.

The new century poses no fewer challenges. Public schools today are being asked to educate a generation that is more racially and ethnically diverse than at any other time in the nation's history. Thirty-five percent of U.S. children are members of minority groups, a figure that is expected to climb to more than 50 percent by 2040. One in five comes from a household headed by an immigrant. And nearly one- fifth live in poverty.

Such diversity offers an unprecedented opportunity to build on the nation's pluralistic traditions. But first, Americans must prove that demography is not destiny: that the color of children's skin, where they live, the languages they speak, and the income and education levels of their parents do not determine the educational opportunities they receive.

This five-part series, "2000 & Beyond: The Changing Face of American Schools," uses the lens of demography to look ahead. It suggests that the picture may look far different depending on where in the nation one resides.

The series, which concludes in December, begins with the following overview of the demographic forces shaping education in the 21st century.

—Lynn Olson

Research Associate Greg F. Orlofsky provided data analysis for this report.

Children of Change: Overview

School-Age 'Millenni-boom' Predicted For Next 100 Years

Minority Groups To Emerge As a Majority in U.S. Schools

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High Poverty Among Young Makes Schools' Job Harder

About This Series

PHOTOS: These newborns in Baltimore will become part of a generation of U.S. schoolchildren that is expected to be both larger and markedly more diverse than any other in the nation's history.
—Richard T. Nowitz/CORBIS

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School-Age 'Millenni-boom' Predicted for Next 100 Years

Education Week

Over the next decade, the United States is expected to add some 2.5 million people a year, on average, bringing its population to 298 million in 2010.

The school-age population, ages 5 to 17, is also projected to grow in the years ahead, from about 51.5 million children today to 55.2 million in 2020, an increase of 7.2 percent.

But that increase won't follow a straight, upward trajectory. Instead, the nation is likely to see a slow, steady rise in the school-age population over the next five years, followed by a dip, and then a surge in enrollments through 2020. After that, the U.S. Department of Education predicts steady increases through 2100, a pattern it has dubbed the "millenni- boom." By the end of the 21st century, the United States is projected to have a total of 94 million youngsters ages 5 to 17.

While the absolute number of school-age children will increase in the next two decades, however, they will constitute a smaller slice of the total population. That's because of the rapid increase in the number of older Americans, as the baby boomers of the post- World War II era head into retirement over the next 20 years. Today, there is not a single state where people 65 and older make up 20 percent or more of the population. (Florida comes closest, with 18.1 percent.) But by 2025, 26 states are projected to have at least one in five residents age 65 or above.

"I think one of the key questions is, when the kids are out of the house, will the baby boom retain its commitment to education the way that some other generations have?" the demographer Harold L. Hodgkinson asks. "I don't have a clue about that."

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About This Series

CHARTS

Location, Location, Location

It's All Relative

Growth Spurts

For now, the "tidal wave" of children once predicted by the Education Department will feel more like a trickle in many places. Only 18 states and the District of Columbia face projected increases in their school- age populations from 2000 to 2015. The rest are projected to lose students. Only about a third of all counties in the United States will see an increase in their school-age populations over the next decade.

But for districts that are booming, change is coming fast and furious. Enrollment in the Loudoun County, Va., public schools has been growing about 10 percent a year for the past few years. "We're at the heart of the dot-com, high-technology growth that's going on in the metropolitan Washington area," explains Superintendent Edgar B. Hatrick. "Loudoun is really, I believe, ground zero."

When Hatrick came to Loudoun County in 1991, the district enrolled some 14,600 students. By 2005, that figure is expected to top 48,000. To cope with the change, the district is hiring 600 new teachers this fall, and it expects to begin construction of 22 additional schools in the next six years. "Obviously, the financial side of it is very hard," says Hatrick. "There's a constant competition for dollars between the needs you have for bricks and mortar and for staff."

"My advice is that you have really strong plans in place before the growth starts, so that you are not overwhelmed by it," he adds.

Little Boxes on the Hillside

Today, much of that growth is occurring in large metropolitan regions of the country. About three-quarters of the U.S. population now lives in greater metropolitan areas.

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"These metro areas, I think, are going to become very important power generators," says Hodgkinson, the director of the center for demographic policy at the Institute for Educational Leadership, based in Washington. "If you look at the 10 biggest metro areas in terms of gross national product, they would be the fourth-largest nation in the world. They focus energy, resources, and talent to a unique degree. But they have no political validity whatsoever."

And within those metro areas, there are suburbs—and then, there are suburbs. Demographers today identify at least three distinct rings of suburbs: the inner-ring suburbs that grew up on the edge of nearly every major city beginning around the 1920s, the middle ring of suburbs that blossomed in succeeding decades, and the new outer ring of development that is quickly replacing today's pastures and woodlands.

Each such community has a different demographic profile and poses different challenges for educators.

"One of the things you see is that the older suburbs are really getting poorer fast, much faster than the central cities did," says Myron Orfield, the director of the Metropolitan Area Research Corp., a Minneapolis-based nonprofit group that conducts demographic research. "The older suburbs are becoming more segregated, poorer, and left behind, and most of them don't have the ability to regenerate themselves the way some cities do."

At the same time, the bedroom communities springing up on the far reaches of metropolitan areas are also hit hard by suburban sprawl.

"They have two to three times the ratio of students to taxpaying households," Orfield says, "and they have no real tax base. I say that kids are jumping out of one frying pan and into another in these places, because they're leaving places that have social stresses and that are becoming racially diverse, and they're landing in school districts that don't have enough money to educate them."

Between 1970 and 1990, for example, the Twin Cities metropolitan area in Minnesota lost 90,000 students but added school buildings, as the population moved out of the cities and into the surrounding countryside. During that period, school districts closed 65 schools in the central cities, 30 in the inner-ring suburbs, and 30 in the middle ring of suburbs, but built 50 new schools at the edges.

One solution, demographers argue, is regional land-use planning, a subject of growing interest among the nation's governors, mayors, and county officials. But too often, educators say, schools have been left out of those discussions.

Lynn Olson

On the Web

The U.S. Department of Education's special report, *The Baby Boom Echo: No End in Sight* , August 1999, includes the following:

- "The West and South Lead Nation's School Enrollment Growth," reporting that in the U.S. over the next 10 years, the western and southern regions will lead the nation in enrollment increases;
- "More High School Students Than Ever Before," predicting the most rapid enrollment of students ever in high schools and colleges across the country over the next 10 years; and
- "Policy Implications of Increasing Enrollment," suggesting that the number of increasing students will cause several major education policy changes, from school construction to teacher retention.

Census in Schools is a special project from the U.S. Census Bureau providing K-12 teachers with free teaching kits to incorporate 2000 census data into lesson plans.

PHOTOS: Lunchtime at Tedder Elementary School in Pompano Beach, Fla.
—Peter Cihelka

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Vol. 20, number 04, page 32-33

Education Week

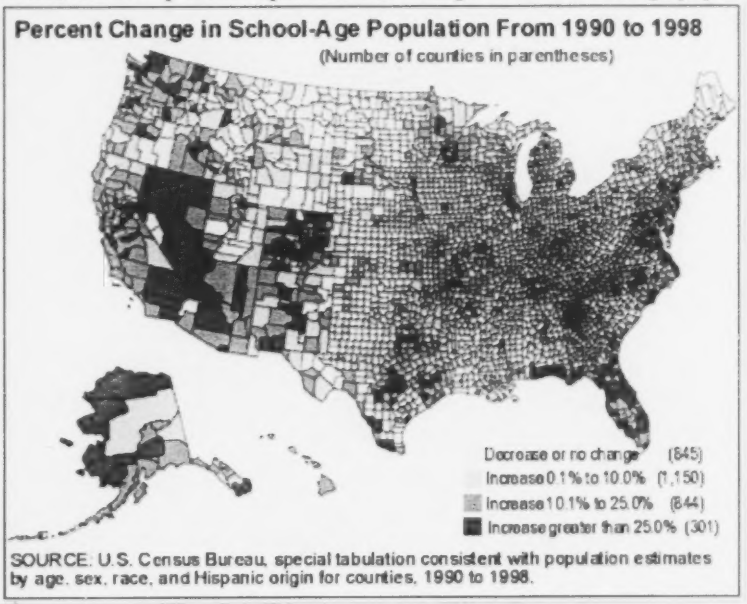
American Education's Newspaper of Record

September 27, 2000

Location, Location, Location

Education Week

Although the school-age population (ages 5 to 17) grew from 1990 to 1998, significant growth was concentrated in a relatively small proportion of counties. Of the more than 3,100 counties in the United States, about 27 percent experienced no change in their school-age populations or had an actual decrease.


Percent Change in School-Age Population From 1990 to 1998
(Number of counties in parentheses)
Decrease or no change (845)
Increase 0.1% to 10.0% (1,150)
Increase 10.1% to 25.0% (844)
Increase greater than 25.0% (301)

SOURCE: U.S. Census Bureau, special tabulation consistent with population estimates by age, sex, race, and Hispanic origin for counties, 1990 to 1998.

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Education Week

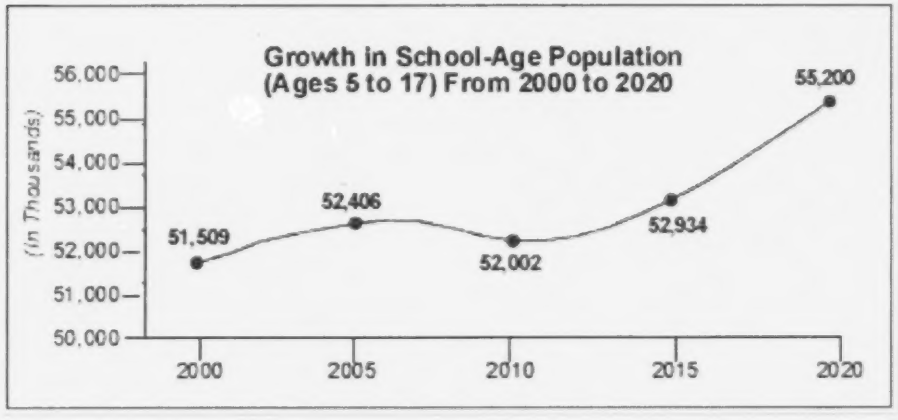
American Education's Newspaper of Record

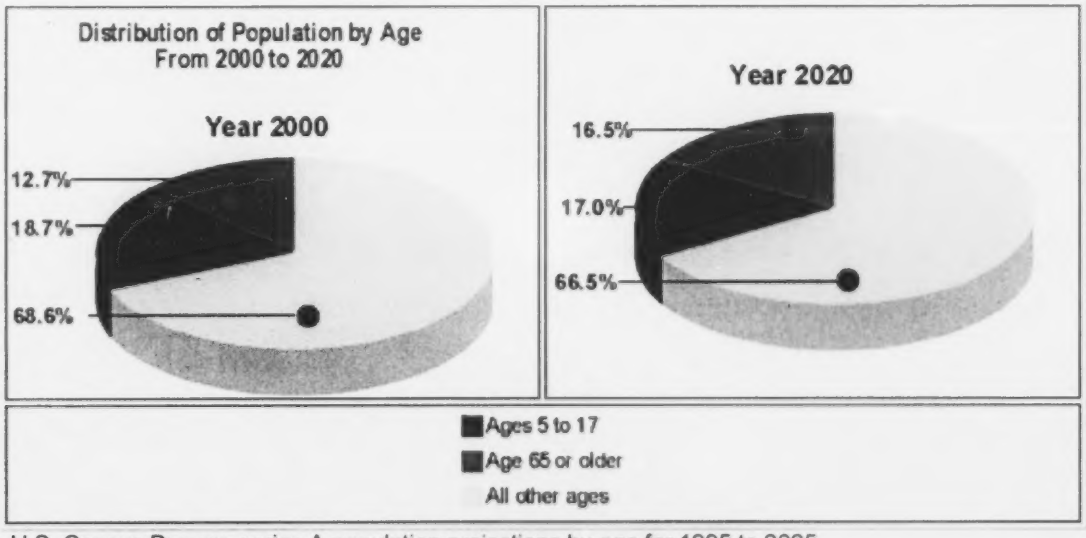
September 27, 2000

It's All Relative

Education Week

While the number of school-age children will increase from 2000 to 2020, the proportion of the total population that is 5 to 17 years old will shrink. The population age 65 or older will increase both in absolute and relative terms.





SOURCE: U.S. Census Bureau, series A population projections by age for 1995 to 2025.

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Vol. 20, number 04, page 33

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Education Week

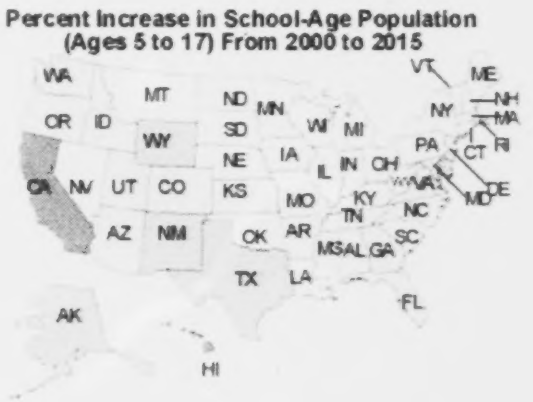
American Education's Newspaper of Record

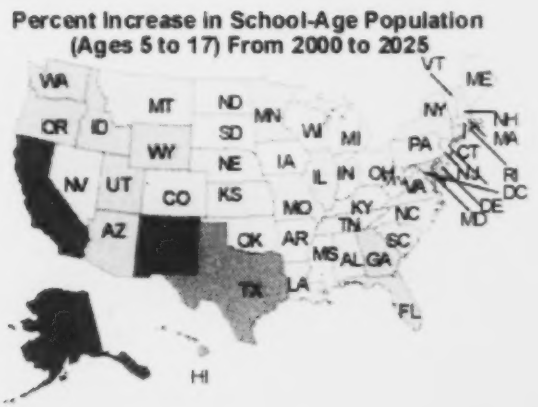
September 27, 2000

Growth Spurts

Education Week

Only 18 states and the District of Columbia are projected to have increases in their school-age populations (ages 5 to 17) from 2000 to 2015. The rest of the states are projected to see decreases. But between this year and 2025, 34 states and the District of Columbia have projected increases in their total school-age populations (ages 5 to 17); the rest are projected to have decreases.





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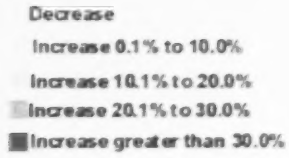

Source: U.S. Census Bureau, series A population projections by age for 1995 to 2025.

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Education Week

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Minority Groups To Emerge As a Majority in U.S. Schools

Education Week

Anyone who wants to glimpse the future of America's school-age population can look to California. Today, a majority of the schoolchildren in the Golden State are members of a minority group. But as the demographer Harold L. Hodgkinson likes to say, "What's happening in California is coming to a high school near you." Although the minority population will remain concentrated in a relative handful of states, demographers project that all but two states—Arkansas and Mississippi—will see an increase in their minority enrollments between now and 2015.

CHARTS

Coming to a County Near You

Minority Population on the Rise

A New Minority?

A Sign of the Times

Today, about 65 percent of the nation's school-age youngsters are non-Hispanic whites. But that figure will drop to 56 percent by 2020 and to under half by 2040. At that point, a majority of school-age children in the United States will be members of "minority" groups.

"Clearly, the term 'minority' will become anachronistic very soon," argues Marcelo Suarez-Orozco, a co-director of the Harvard Immigration Project. "It's already anachronistic in California, where there is no single majority group."

The largest growth will occur among Hispanics. Between 1999 and 2010, Hispanics are projected to account for 43 percent of U.S. population growth. The Hispanic school-age population is predicted to increase about 60 percent in the next 20 years; and by 2025, nearly one in four school-age youngsters will be Hispanic.

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About This Series

The Asian and Pacific-Islander population will also increase by about 64 percent over the next 20 years, but starting from a much smaller base. The proportion of the school-age population that is Asian non-Hispanic is estimated at 4 percent in 2000 and is projected to rise to 6.6 percent in 2025. Meanwhile, the percentage of the school-age population that is African-American or Native American is predicted to remain relatively stable.

Are the public schools prepared for the growing diversity? Probably not. "From an educational standpoint, the states in general, and certainly mine, in particular, have really not prepared for this influx of new students," says Sonia Hernandez, the deputy superintendent of curriculum and instruction for the California Department of Education, "not just in sheer numbers, but also in the special needs that they bring to the classroom."

Those needs, she says, include linguistic challenges, structures to move children into the mainstream curriculum, recruitment of minority teachers, and outreach to parents.

In 1998, according to a survey by the federal Education Department, only one in five public school teachers said they felt prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds.

'Fanning Out'

As with anything else, however, diversity is not evenly distributed across the country. As Hodgkinson points out, just 220 of the nation's more than 3,100 counties account for about 80 percent of the diversity in American schools today. And the projections are that California, Florida, New York, and Texas will continue to handle most of the nation's multiethnic, multiracial population well into the future.

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"I have a friend in South Dakota, he's a superintendent," remarks Hodgkinson, "and he declared last year 'ethnic diversity year,' and said that every student in his schools was going to have one black friend. Well, that meant every black student was going to have to have 298 white friends."

But while the bulk of diversity will likely remain concentrated in a small number of states and relatively few counties, the spilling out of immigrants and new ethnic groups across the landscape will be pervasive enough that many districts will have student enrollments that are noticeably different from those in the past.

"If you look at the Latino population of the United States, historically it's been hyperconcentrated in five states: California, Texas, Illinois, New York, and Florida," says Suarez- Orozco of Harvard University. "Yet, if you turn to other parts of the country, you really see the beginnings of a transformation that is simply unprecedented in U.S. history."

In Alabama, he notes, the number of students with limited English proficiency grew by 429 percent from 1990 to 1997, the most recent data available. In Kansas, the number grew by 205 percent; in North Carolina, by 440 percent; in Kentucky, by 208 percent.

"So what we see is a real fanning out from the traditional regions of the country, through secondary migrations and sometimes through primary migration, into the Sun Belt, into the South, into the Midwest," says Suarez-Orozco, "places that really, traditionally, didn't see Spanish-speaking children in these numbers."

Two of the forces driving interstate migration are jobs and the quality of life. The Omaha, Neb., public schools have seen their population of limited-English-proficient students soar from 500 in 1992 to at least 3,000 this school year. In addition to Hispanics, the community has a sizable population of Nuer immigrants from southern Sudan, who fled their country's civil war.

"We have a lot of beef-packing plants in Omaha," explains Susan M. Mayberger, the assistant supervisor of English-as-a-second-language programs for the 45,000-student district. "We have a very low unemployment rate, and housing costs that are lower than in other parts of the country." Once families arrive, friends and relatives soon follow.

To address the needs of its evolving enrollment, the Omaha district is training teachers and paraprofessionals to work with students whose primary language is not English. About 25 paraprofessionals, many of them bilingual, are also involved in a career-ladder program to become teachers.

—Lynn Olson

On the Web

An ERIC clearinghouse digest, "Hispanic Education in America: Separate and Unequal," 1989, addresses the education gap between Hispanic and non-Hispanic white students.

PHOTOS: Diversity will continue to be concentrated in states like Florida, where these boys attend Tedder Elementary.
—Peter Cihelka

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Education Week

American Education's Newspaper of Record

September 27, 2000

Coming to a County Near You

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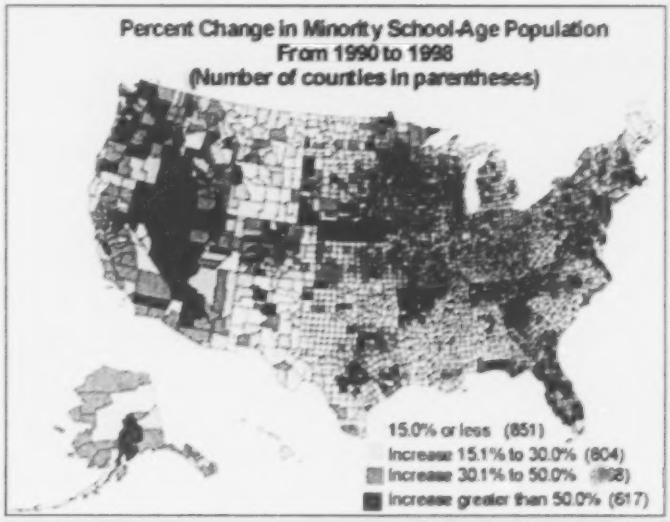
The number of students from minority groups is growing nearly everywhere. From 1990 to 1998, only about 5 percent of the counties in the United States had a decrease in the number of minority students. Counties with the largest growth were concentrated in such states as Florida, Massachusetts, Nebraska, and Nevada.


Percent Change in Minority School-Age Population
From 1990 to 1998
(Number of counties in parentheses)
15.0% or less (851)
Increase 15.1% to 30.0% (804)
Increase 30.1% to 50.0% (608)
Increase greater than 50.0% (617)

SOURCE: U.S. Census Bureau, special tabulation consistent with population estimates by age, sex, race, and Hispanic origin for counties, 1990 to 1998.

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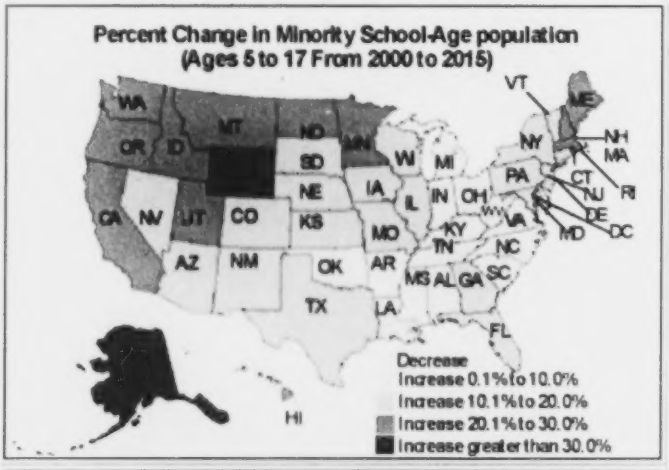
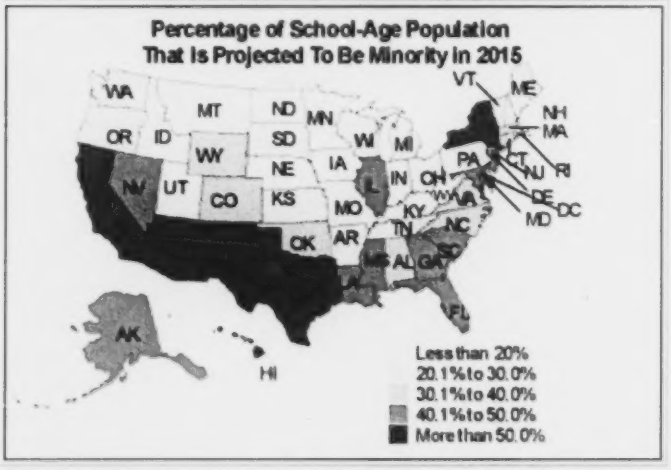
Minority Population on the Rise

Education Week

From 2000 to 2015, the total minority school-age population is projected to increase in all but two states, Arkansas and Mississippi, with the greatest gains coming in Wyoming, Rhode Island, and Alaska. Even so, the minority population is expected to remain concentrated in the same states it is today.


Percent Change in Minority School-Age population
(Ages 5 to 17 From 2000 to 2015)
Decrease
Increase 0.1% to 10.0%
Increase 10.1% to 20.0%
Increase 20.1% to 30.0%
Increase greater than 30.0%



NOTE: "Minorities" include Hispanics, black non-Hispanics, Asian and Pacific Islander non-Hispanics, and American Indian non-Hispanics.

SOURCE: U.S. Census Bureau, series A population projections by age, sex, race, and Hispanic origin for 1995 to 2025.

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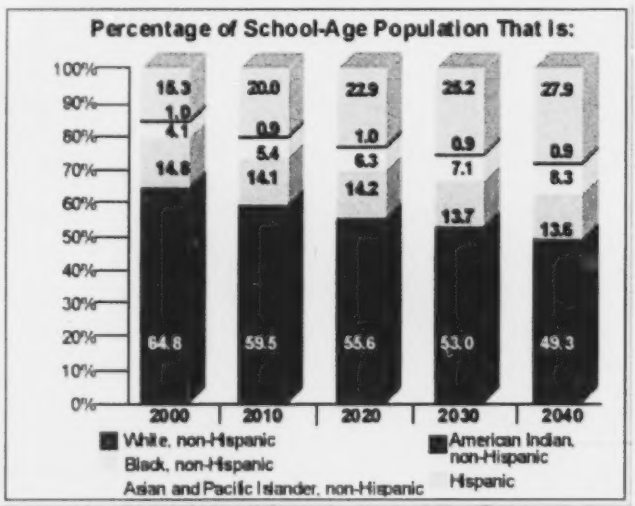
A New Minority?

Education Week

In the future, minorities will account for a greater proportion of the school- age population, with the largest gains coming among Hispanic Americans. By the year 2040, white non-Hispanics will make up less than half the school-age population.



NOTE: Figures may not add up to 100 because of rounding.

SOURCE: U.S. Census Bureau series A population projections by age, sex, race, and Hispanic origin for 1999 to 2100.

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Education Week

American Education's Newspaper of Record

September 27, 2000

A Sign of the Times

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One sign of America's growing diversity is the change that took place in the U.S. Census this year. For the first time, Americans were able to identify themselves as belonging to more than one race. The change occurred after some 50,000 multiracial, multiethnic Americans demanded a category that more accurately reflected their backgrounds.

In California today, the third-largest category of births is to couples in which the father's race or ethnicity differs from the mother's. "The percent of births that could be categorized as multiracial or multiethnic has increased substantially among U.S.-born residents of the state," says demographer Hans P. Johnson of the Public Policy Institute of California. "As California increasingly is comprised of second- and third-generation immigrants, I think we'll see this trend continue."

Nationally, for example, more than 35 percent of Hispanics with four-year college degrees cross racial or ethnic lines when they marry, and the intermarriage rate is one in three for Hispanics in the top income brackets, notes demographer William H. Frey. A fifth of all married Asian-American women also have chosen a spouse of a different race or ethnicity. Interracial marriages are less common among African-Americans. "In those areas I like to call the melting-pot regions of the country, there already are very high rates of intermarriage," says Frey, a senior fellow at the Santa Monica, Calif.-based Milken Institute. In the Golden State, nearly one out of every 12 non-Hispanic whites who get married weds an Asian or a Hispanic.

"More and more people are beginning to say, 'Race should not be a description of my children in any way, form, or shape,' because it doesn't matter to them," demographer Harold L. Hodgkinson says. "In a way, we're back to Martin Luther King's idea that children should be judged not by the color of their skin but by the content of their character."

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Excerpt From the 2000 Census Form

▶ **NOTE: Please answer BOTH Questions 5 and 6**

5

Is this person Spanish/Hispanic/Latino? *Mark* ☒ *the* ***"No"*** *box if* ***not*** Spanish/Hispanic/Latino

☐No, not Spanish/Hispanic/Latino
☐Yes, Mexican, Mexican Aam., Chicano
☐Yes, Puerto Rican
☐Yes, Cuban
☐Yes, other Spanish/Hispanic/Latino--*Print group.*

6

What is this person's race? ***Mark*** ☒***one or more races*** *to indicate what this person considers himself/herself to be.*

☐White
☐Black, African Am., or Negro
☐American Indian or Alaska Native--*Print name of enrolled or principal tribe.*

☐Asian Indian ☐Chinese ☐Filipino ☐Japanese ☐Korean ☐Vietnamese ☐Other Asian--*Print race.*	☐Native Hawaiian ☐Guamanian or Chamorro ☐Samoan ☐Other Pacific Islander--*Print race.*

☐Some other race--*Print race.*

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Vol. 20, number 04, page 36

Education Week

American Education's Newspaper of Record

September 27, 2000

Mixed Needs of Immigrants Pose Challenges for Schools

Education Week

Immigration has dramatically shaped American society throughout the country's history, and it will help drive the United States' economy for decades to come. "The U.S. is the only country in the world where immigration is both our history and our destiny," says Marcelo Suarez-Orozco, a co-director of the Harvard Immigration Project. Today, the United States is experiencing the largest wave of immigration since the turn of the 20th century. In 1990, about 13.7 percent of the U.S. population was foreign-born, about the same as in 1900. But while yesterday's immigrants came primarily from European countries, today's immigrants—about 1 million each year—come primarily from Asia and Central and South America.

Over the past 30 years, the country has seen another important shift in the demographics of immigrants: They're getting younger. In 1997, 44 percent were between the ages of 25 and 44, up from just 19 percent in 1960. About 22 percent were under age 25, up from 10 percent in 1960.

CHARTS

Largest Foreign-Born Populations in the U.S. 1960 and 1999

The Immigration Wave

Where Are Immigrants Settling?

Parents' Education Levels

The trend toward younger and larger immigrant households has made it easier for many immigrants to join the middle class, since households with younger members and more wage earners have a better chance of improving their financial situation over time. In 1998, 17.4 percent of foreign-born workers earned more than $50,000, according to the U.S. Census Bureau.

But not all immigrant groups fare equally well. Also in 1998, 39.1 percent of foreign-born, full-time, year-round workers earned less than $20,000. The largest share of new arrivals came from Mexico, accounting for nearly one in five of the nation's legal immigrants that year. Mexican-Americans are the worst off financially of any immigrant group—in part, because of their lower-than-average education levels.

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About This Series

Drawing on data from the 1994 to 1999 Current Population Surveys conducted by the Census Bureau, demographer Hans P. Johnson of the Public Policy Institute of California estimates that among first-generation Mexican-Americans, fewer than one-third had graduated from high school. Only 3 percent had graduated from college. Among second-generation Mexican-Americans, 63 percent had graduated from high school, but only 7 percent had graduated from college.

"So there's dramatic improvement from the first generation to the second generation, but still far short of other U.S. natives," Johnson says. "The future is quite uncertain, I think, as to what's going to happen to the educational levels of Mexican-Americans in California and in the United States."

"In California," he adds, "we have a bipolar distribution of educational attainment among immigrants. We have many immigrants who have college degrees. The flow of immigrants into Silicon Valley, for example, is one that tends to be highly educated. But we have many more immigrants who are very poorly educated—in many cases, less than 8th grade."

The big challenge, according to George Vernez, the director of the center for research on immigration policy at the RAND Corp. in Santa Monica, Calif., will be how to improve the educational prospects for the children of foreign-born parents with low levels of education and income.

"Schools have a relatively low level of effect on student achievement once you control for these factors," Vernez says. "I'm

not sure that we yet know how to compensate for that. The only thing that we do know is that if we don't do any better than we are doing now, the educational gap between Hispanics and African-Americans, on the one hand, and whites and Asian-Americans on the other, is going to increase."

'Best and Worst of Times'

For many immigrant children "it is the best of times and the worst of times," Suarez-Orozco says.

"Never before in the history of the United States have so many immigrant children done so well in terms of entry into our most exclusive scholarly and academic institutions," he says. On the other hand, immigrant students are also more likely than others to drop out of school, to come into contact with the criminal-justice system, or to leave school without the skills needed in a global marketplace.

"Demographically, these folks are going to be very important for the future, not only of their regions but also of the entire country," says William H. Frey, a demographer at the University of Michigan in Ann Arbor.

For example, in Broward County, Fla.—the nation's fifth-largest district, with nearly 242,000 students—young people come from at least 52 different countries and speak 52 different languages, ranging from Spanish and Haitian-Creole to Tagalog. The number of children identified as having limited fluency in English has nearly doubled since 1993-94, from 12,039 to 23,459.

That mix offers children a rich, melting-pot experience. But it also poses a challenge for schools.

At the 1,100-student Tedder Elementary School, for example, where about half the children come from households headed by immigrants, and 85 percent qualify for free- or reduced-price meals, the school has changed its ways in order to reach out to newcomers, Principal Linda C. Goltzer says. The school runs parent-teacher meetings and publishes newsletters in three languages: English, Spanish, and Creole. It serves breakfast at 6:30 a.m., and it has expanded its preschool offerings. Teachers also have adopted new teaching techniques, such as more small-group instruction and hands-on activities, to better provide individual attention to students.

"I will say this," says Goltzer, "the foreign-born parents have the most middle-class values I've seen in ages. If you call them to come in, they're there."

— Lynn Olson

On the Web

RAND posts a summary of "Newcomers in Our Schools," a 1993 report discussing federal, state, and school district responses to the rising immigrant-student population.

The Center for Applied Linguistics provides information about its Program in Immigrant Education, designed to test innovative secondary school programs for immigrant students.

"Strategies for Success: Engaging Immigrant Students in Secondary Schools," June 2000, an ERIC Clearinghouse digest, features "ten principles of effective instruction for immigrant students."

PHOTOS: An English-as-a-second-language teacher, at left, greets a newly arrived family from Mexico in Rogers, Ark.
—William Cooksey

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Vol. 20, number 04, page 38,39

Education Week

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September 27, 2000

Largest Foreign-Born Populations In the U.S.: 1960 and 1999

Education Week

The face of the immigrant population has changed radically since 1960. While yesterday's immigrants came primarily from European countries, today's immigrants are primarily from Asia and Central and South America.

1960		1999	
Italy	1,256,999	Mexico	7,197,329
Germany	989,815	Phillippines	1,455,046
Canada	952,500	Vietnam	966,209
Poland	747,750	Cuba	943,424
Soviet Union	690,598	China	842,795
Mexico	575,902	India	838,512
England	528,205	El Salvador	760,972
Ireland	338,722	Dominican Republic	678,986
Austria	304,507	Canada	662,089
Hungary	245,252	Korea/South Korea	610,567

SOURCE: U.S. Census Bureau.

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Vol. 20, number 04, page 39

http://www.edweek.org/ew/ew_printstory.cfm?slug=04centimmigbox1.h20

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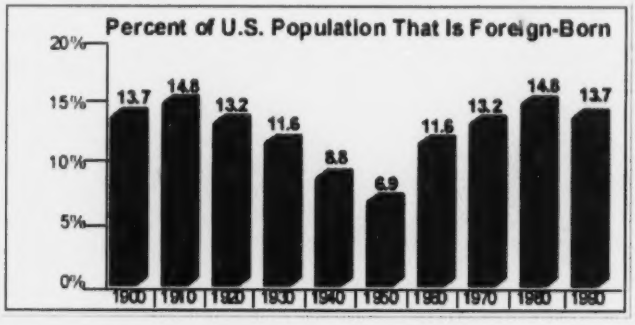
The Immigration Wave

Education Week

The United States is now seeing its largest immigration wave since the early 1900s.



SOURCE: U.S. Immigration and Naturalization Service.

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Vol. 20, number 04, page 39

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Where Are Immigrants Settling?

Education Week

Below are the top 10 Metropolitan Statistical Areas that new immigrants deemed their intended areas of residence in 1998, and the number that selected each area. Together, they accounted for nearly 45 percent of immigrants that year.

1. New York	81,417
2. Los Angeles-Long Beach, Calif.	60,220
3. Chicago	31,033
4. Miami	29,242
5. Washington, D.C.-Md.-Va.	25,639
6. San Francisco	14,553
7. Orange County, Calif.	14, 291
8. Oakland, Calif.	13, 499
9. Houston	13, 189
10. Boston-Lawrence-Lowell-Brockton, Mass.	12,854

SOURCE: U.S. Immigration and Naturalization Service, *1998 Statistical Yearbook* .

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Education Week

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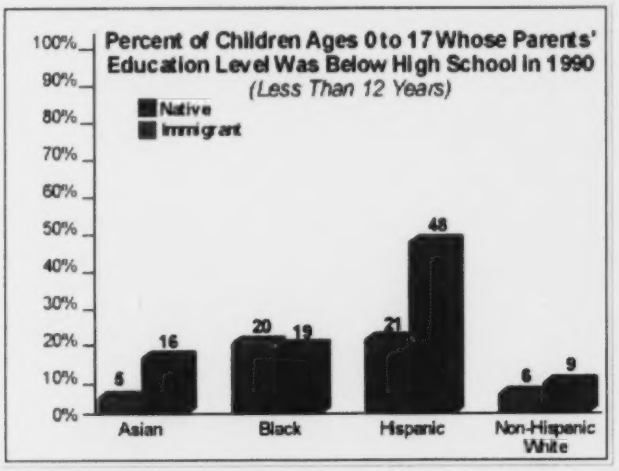
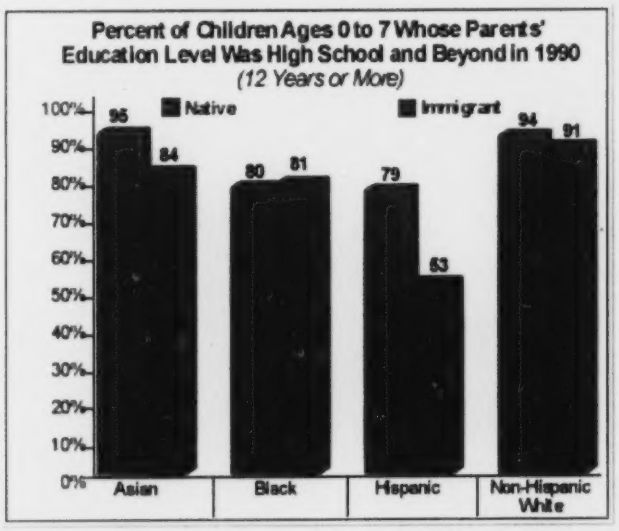
September 27, 2000

Parents' Education Levels

Education Week

Parental education and income levels are highly correlated with children's achievementóa pattern that schools have long tried to break. Currently, the education level of parents varies greatly by race or ethnicity and country of origin. In many cases, immigrant parents are more educated than native-born Americans.





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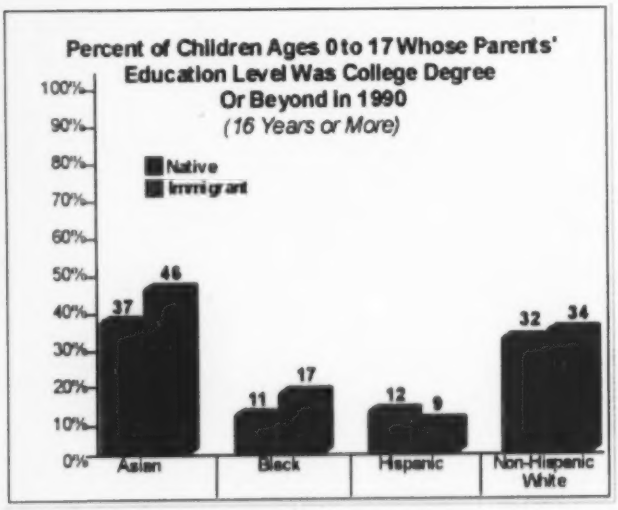

NOTE: Education level refers to that of the better-educated parent. Percentages may not add to 100 because of rounding.

SOURCE: Figures reproduced from the College Board report "Projected Social Context for Education of Children 1990-2015," from www.collegeboard.com. (Requires Adobe's Acrobat Reader.) Used with permission.

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Vol. 20, number 04, page 39

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Education Week

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September 27, 2000

High Poverty Among Young Makes Schools' Job Harder

Education Week

Fewer children living in poverty means more students ready to learn.

The good news is that the child-poverty rate in the United States has declined steadily since 1993, when it reached a 10-year high of nearly 23 percent. Other indicators of childhood well-being also have improved. A federal study released earlier this year reported that child mortality, teenage pregnancy, and juvenile violence were at their lowest rates in 20 years.Even so, nearly 19 percent of U.S. children—about 13.3 million—live in poverty.

Larry Aber, the executive director of the National Center for Children in Poverty, based at Columbia University, attributes the recent reductions in child poverty to three factors: a robust economy; a greater number of parents who are working, in part because of the 1996 overhaul of the welfare system; and the fact that when parents do work, even lower-wage jobs pay better because of an expansion in the federal earned-income tax credit.

CHARTS

Child Poverty by State

Children in Working-Poor Families: 1989-98

A Shifting Picture

Child Poverty by Race and Ethnicity: 1998

Still, he argues, "there's a very important, unfinished agenda" if more children are to be lifted out of poverty. The first question is how to provide adequate support for families to complete the transition from welfare to work.

Since 1989, the number of children living in "working poor" families has grown dramatically. Those are families in which at least one parent works 50 or more weeks a year, but the household income is still below the poverty line, which stood at $16,600 for a family of four in 1998. That year, about 5.8 million children lived in such households, up from 4.3 million in 1989. In 1997, nearly two-thirds of poor children under age 6 lived in families with at least one employed parent.

"So one of the implications is that families are leaving the welfare rolls but not moving out of poverty," argues William P. O'Hare, the coordinator of the *Kids Count Data Book* , an annual compilation of indicators related to child well-being published by the Baltimore-based Annie E. Casey Foundation.

The other question, says Aber, "is what to do about the families that this era of welfare reform is leaving further behind."

A recent analysis from the Washington- based Brookings Institution, for example, suggested that while poverty rates overall have fallen, extreme poverty is becoming more concentrated in a handful of neighborhoods, particularly in America? central cities. *Kids Count* found that in very high-poverty neighborhoods in central cities (in which more than 40 percent of households lived below the poverty line), 17 percent of households did not even have a telephone, and overwhelming majorities lacked the home computers and Internet access that middle-class children increasingly take for granted.

The face of child poverty also is changing. Today, black and Latino children are far more likely to live in poverty than non-Hispanic white children.

And by 2015, African-American and Latino youngsters are projected to make up 60 percent of the children in low-income families, up from 47 percent in 1990, according to a recent report by the New York City-based College Board. The same study found that while one in five children raised in poor families had immigrant parents in 1990, one third of children raised in poor families are projected to have immigrant parents in 2015.

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About This Series

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But poverty is not just an urban or minority phenomenon. According to the National Center for Children in Poverty, of the 5.2 million children under age 6 living in poverty in 1997, 60 percent lived outside urban areas, including 37 percent in the suburbs and 23 percent in rural communities. Moreover, the percentage of young children living in poverty is growing much faster in the suburbs than in either urban or rural communities.

Poverty Highest Among Young

In general, three factors deal a crushing blow to a family's economic prospects: having a single parent, low education levels, and part-time or no employment.

In today's increasingly demanding marketplace, even having a high school diploma is no hedge against poverty. Between 1975-79 and 1993-97, the poverty rate among young children whose better-educated parent had a high school diploma increased by 77 percent, while the poverty rate among those whose better-educated parent had at least some college increased by 78 percent, according to the National Center on Children in Poverty.

"The fact that poverty rates have increased so sharply among children of non-college graduates ought to be particularly disturbing in a society where 70 percent of young children have parents without a college degree," says Neil Bennett, the center's director of demographic research.

Today, the poverty rate for young children remains far higher than for any other age group. Research has found that extreme poverty, especially in early childhood, is associated with risk factors that can threaten early brain development, including malnutrition, exposure to toxins and violence, maternal depression, and very low-quality child care.

In addition, research has found that concentrated poverty in schools is associated with lower achievement for both poor and nonpoor students who attend such schools. Teachers in high- poverty secondary schools, whether urban or rural, tend to be the least- prepared and the most likely to lack even a minor in the subjects they teach. Such schools also tend to have a larger share of new, inexperienced teachers.

"I think the huge way poverty affects kids that is of most concern to educators is putting a glass ceiling on their readiness to learn in school," Aber of the child-poverty center says.

"It is somewhat surprising to me that the education community isn? more rabid about child poverty," he says, "because it so influences the raw materials that their industry gets to work with."

— Lynn Olson

PHOTOS: These children and their family share a cramped home in Brownsville, Texas, that has no indoor bathroom. —Robert Ruiz

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Education Week

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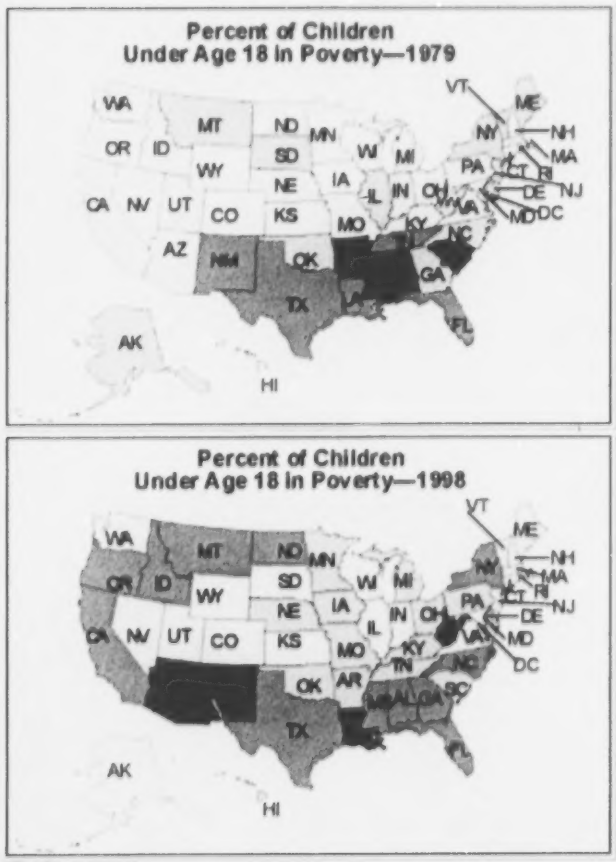
September 27, 2000

Child Poverty by State

From 1979 to 1998, the number of children in poverty nationally grew by more than 3 million, and the child-poverty rate rose from 16.2 percent to nearly 19 percent. But while some states, such as Arizona, posted dramatic increases in their child-poverty rates, others, such as Arkansas, experienced sharp decreases.



SOURCE: National Center for Children in Poverty, "Child Poverty in the States: Levels and Trends from 1979 to 1998 (Child Poverty Research Brief 2)."

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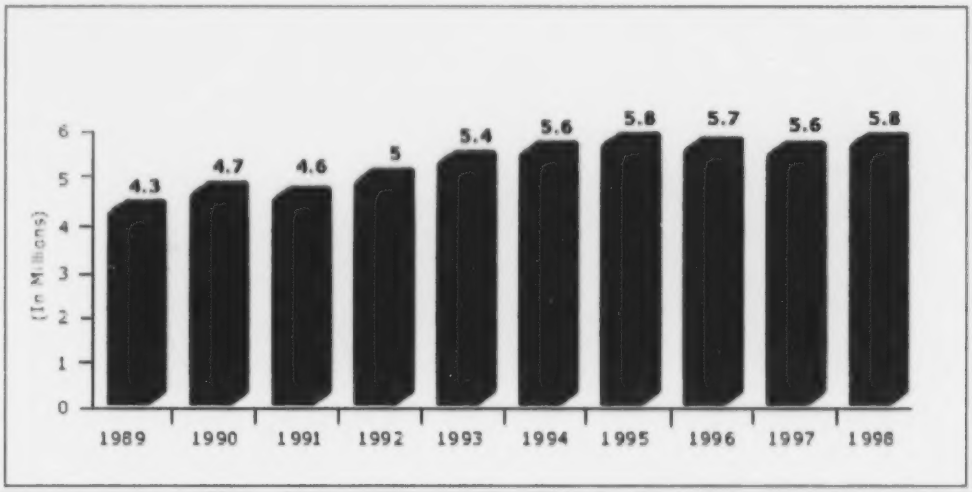
Children in Working-Poor Families: 1989-98

Education Week

Since 1989, there has been a dramatic increase in the number of children in the United States living in families that are defined as "working poor."



NOTE: Working-poor families are defined as families in which at least on parent worked 50 or more weeks a year, but family income was below the poverty level.

SOURCE: Annie E. Casey Foundation, *Kids Count Data Book 2000*, analysis of data from the U.S. Census Bureau, March Current Population Survey, various years.

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Education Week

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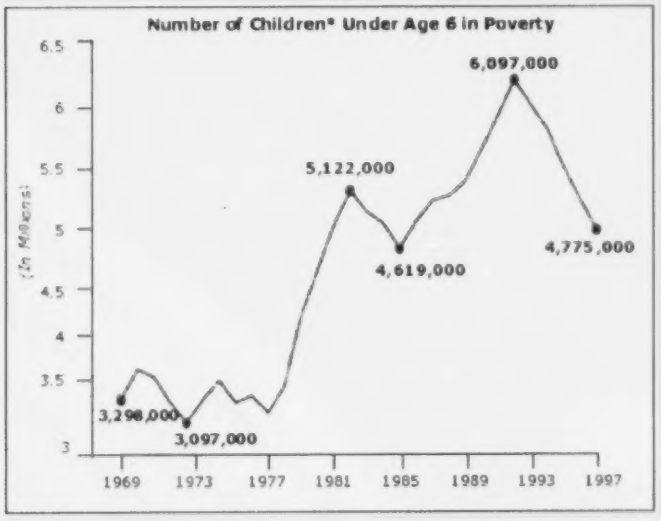
A Shifting Picture

While the child-poverty rate has declined steadily since 1993, it is well above its 1969 level. The poverty rate for young children is far higher than for any other age group.



*Refers only to children living in households headed by a relative.

SOURCE: Children's Defense Fund, *Yearbook 2000: The State of the American Dream* .

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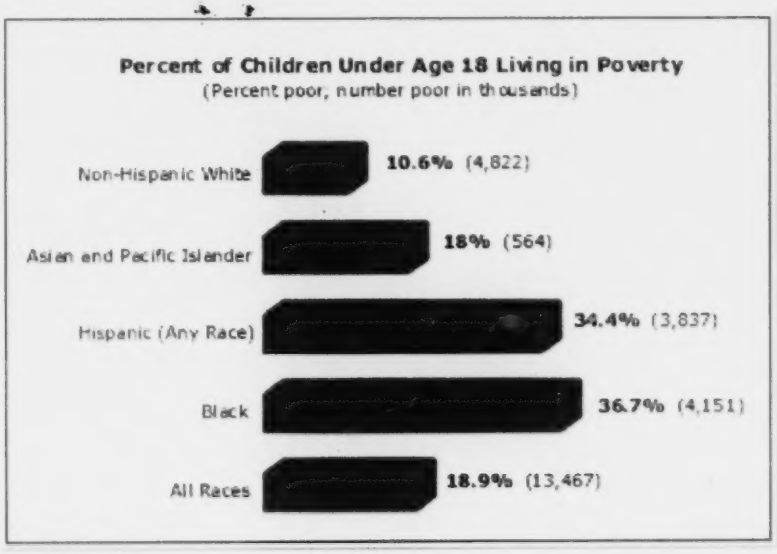
Child Poverty by Race and Ethnicity: 1998

Education Week

In 1998, 18.9 percent of children (13.5 million) were living in poverty. Minority children under age 18 were far more likely to live in poverty than non-Hispanic white children.



NOTE: Living in poverty is defined as households with incomes below the federal poverty line ($16,600 for a family of four in 1998).

SOURCE: U.S. Census Bureau, data from March 1998 Current Population Survey.

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